R E P O R T R E S U M E S

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THE FIRST SIX MONTHS--A PRELIMINARY EVALUATION REPORT.

BY- KELLY, PATRICK J. HOMAN, LARRY E.
EDUCATIONAL SERVICE CENTER, ALBUQUERQUE, N.M.

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DESCRIPTORS- ADULT EDUCATION, BILINGUALISM, CURRICULUM, COMMUNITY DEVELOPMENT, COMPUTER PROGRAMS, CREATIVE DEVELOPMENT, DISADVANTAGED YOUTH, *EDUCATION SERVICE CENTERS, *EDUCATIONAL INNOVATION, EDUCATIONAL CHANGE, GUIDANCE, INNOVATION, PSYCHOLOGICAL SERVICES, RURAL YOUTH, *SPECIAL SERVICES, SERVICES, NEEDS,

EDUCATIONAL SERVICE CENTER (ESC) IS AN ORGANIZATIONAL RESOURCE PROVIDING A VARIETY OF SERVICES FOR PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS IN NEW MEXICO. SERVICES ARE OFFERED IN THE FOLLOWING BROADLY DEFINED AREAS--(1) CURRICULUM, (2) PSYCHOLOGICAL AND GUIDANCE SERVICES, (3) ADULT EDUCATION AND COMMUNITY DEVELOPMENT, AND (4) COMPUTER SERVICES. THE PURPOSE OF THE CENTER IN ITS BROADEST SENSE IS TO CAUSE CREATIVE CHANGE IN WHAT EDUCATORS AND STUDENTS KNOW AND DO. THERE IS A DIRECT EFFORT AT PRODUCING CREATIVE IMPROVEMENT IN SCHOOLS. THE CENTER'S STAFF OPERATES ON TWO LEVELS. FIRST, IT SERVICES REQUESTS FOR SUPPLEMENTAL SERVICES. SECOND, THE CENTER PROVIDES PROGRAM SERVICES WHEREIN STAFF EFFORT IS DIRECTED PRIMARILY AT CLASSROOMS, SCHOOLS, AND DISTRICTS FOR THE BENEFIT OF ALL STUDENTS ENROLLED IN THOSE EDUCATIONAL UNITS. (ES)

Objectives of Organization as stated in Original Proposal

I. To provide to elementary and secondary schools, certain essential
now entirely lacking or inadequately provided.

II. To provide to teachers of the area school opportunities for profe
improvement through in-service programs.

III. To provide eventually a quality of education and a breadth of edu
opportunities for children of the area that would equal the best

IV. To provide a central facility and clearing house for a group of t
schools in the area, including Albuquerque Public Schools, enabli
to engage in many kinds of cooperative activities, some of which
only in the developmental stage.

Anticipated Services as stated in Original Proposal

I. Curriculum Development:

1. Reading
2. Library Mobile Unit
3. Vocational Education
4. Industrial Arts Mobile Unit
5. Science Mobile Unit
6. Instructional Materials
7. Audio-Visual
8. Health and Physical Edu

II. Psychological:

1. Guidance and Counseling
2. Testing and Test Scoring
3. Research
4. Special Education
5. Speech Therapy
6. Programmed Learning

III. Other:

1. Adult Education
2. Music and Cultural problems
3. Data Processing
4. Planetarium

CORRELATION OF ORIGINAL OBJECTIVES AND ANTICIPATED SERVICES WITH OPERATIONAL OBJECTIVES AND PRESENT SERVICES

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Operational Statements of

I. Evaluation and/or development of comp
services in individual school distric
district cooperative efforts.

II. Evaluation of present instructive pro
which are new to the schools of the

III. Evaluation and/or development of pla
and their communities.

Present Services offered

I. Curriculum:

1. Assist schools to solve district
2. Assist schools in self-evaluati
3. Encourage and assist schools to
for planning the teaching of su
4. Encourage and assist schools to
and improve their curriculum an
5. Assist in planning a Space Scie

II. Psychology and Guidance:

1. Help in the evaluation, develo

Operational Statements of Original Objectives

tion and/or development of comprehensive Psychological
es in individual school districts as well as multi-
ct cooperative efforts.

tion of present instructive program or development of programs
are new to the schools of the New Mexico Research and Study Council.

tion and/or development of planning services in school districts
eir communities.

Present Services offered by each department of ESC

ulum:

ssist schools to solve district identified problems.
ssist schools in self-evaluation.
ncourage and assist schools to develop guidelines
or planning the teaching of subject matter areas.
ncourage and assist schools to continually upgrade
nd improve their curriculum and instructional programs.
ssist in planning a Space Science Center.

ology and Guidance:
elp in the evaluation, development or implementation of testing

only in the developmental stage.

Anticipated Services as stated in Original Proposal

I. Curriculum Development:

1. Reading
2. Library Mobile Unit
3. Vocational Education
4. Industrial Arts Mobile Unit
5. Science Mobile Unit
6. Instructional Materials L
7. Audio-Visual
8. Health and Physical Educa

II. Psychological:

1. Guidance and Counseling
2. Testing and Test Scoring
3. Research
4. Special Education
5. Speech Therapy
6. Programmed Learning

III. Other:

1. Adult Education
2. Music and Cultural problems
3. Data Processing
4. Planetarium

IV. Research and School Evaluation:

1. Help direct and assist in the evaluation of ESC activities.
2. Dissemination of research findings and other materials to center staff and school personnel.
3. Assist in school directed evaluation and research.

V. Computer Services:

1. To provide certain computer and data-processing services which are financially unavailable to member school district
2. To provide consultation to districts interested in:
   (a) the installation of a new computer facility
   (b) the addition of equipment to present facility
   (c) exploring new ways to use the computer in instruction

Present Services offered by

I. Curriculum:

1. Assist schools to solve district id
2. Assist schools in self-evaluation.
3. Encourage and assist schools to de
for planning the teaching of subjec
4. Encourage and assist schools to con
and improve their curriculum and in
5. Assist in planning a Space Science

II. Psychology and Guidance:

1. Help in the evaluation, development
programs.
2. Help in the evaluation, development
comprehensive guidance and counseli
3. Help in the evaluation, development
coordinated (multi-district) specia
4. Help in the evaluation, correction,
and hearing problems for improvemen
5. Help to develop or strengthen vocat
as part of a total school program.
6. Assist in the development and impl
vocational programs and pre-occupat

III. Adult Education and Community Developm

1. Help in the planning and implement
2. Help in planning a school's organi
supervision, and management of its
3. Disseminate information on availab
4. Help formulate and write grant pro
5. Help districts plan community rela

Present Services offered by each department of ESC

ulum:

sist schools to solve district identified problems.
sist schools in self-evaluation.
courage and assist schools to develop guidelines
r planning the teaching of subject matter areas.
courage and assist schools to continually upgrade
d improve their curriculum and instructional programs.
sist in planning a Space Science Center.

logy and Guidance:

lp in the evaluation, development or implementation of testing
rograms.
elp in the evaluation, development or implementation of
omprehensive guidance and counseling programs.
elp in the evaluation, development, or implementation of
oordinated (multi-district) special education programs.
elp in the evaluation, correction, and prevention of speech
nd hearing problems for improvement of instructional programs.
elp to develop or strengthen vocational guidance programs
s part of a total school program.
ssist in the development and implementation of technical-
ocational programs and pre-occupational experiences.

Education and Community Development:

Help in the planning and implementation of adult education programs.
Help in planning a school's organization for instruction,
supervision, and management of its business affairs.
Disseminate information on available federal funds.
Help formulate and write grant proposals.
Help districts plan community relations as part of its entire program.

DPSC-67-2782

Educational Service Center
120 Vassar S.E.
Albuquerque, New Mexico

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THE FIRST SIX MONTHS:

A PRELIMINARY EVALUATION REPORT

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Director

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Evaluation Consultant

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Technical Writer

Date Submitted: March 30, 1967

RC 002 375

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FORWARD

The purpose of this document is to acquaint interested persons with some of the services rendered by the Educational Service Center during the period September 1, 1966, to March 1, 1967. As a preliminary evaluation, this report is in no way intended to replace the full-scale annual evaluation document which is scheduled for completion sometime in June, 1967.

It is hoped that this brief summary will serve to illustrate the range and scope of activities undertaken by the Educational Service Center in its attempts to bring about some measure of positive change in New Mexico schools.

During the brief period in which ESC has been in operation, education in New Mexico has advanced. Hopefully, some of this advancement can be directly attributed to the efforts of ESC staff members. However, that which is attributable to the Center could only have come about through the continued cooperation and support of educators throughout the state.

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2. School population by district

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SECTION I

THE CENTER AND ITS PURPOSE

INTRODUCTION

THE CENTER AND ITS PURPOSE

Educational Service Center (ESC) is an organizational resource providing a variety of services for public and private educational institutions in New Mexico. Formally, it serves the area of central, western, and northern New Mexico. This geographical area encompasses twenty-eight school districts. Informally, services are rendered to community groups, agencies at all governmental levels, private schools, special schools, and districts outside the formally designated area. Services are offered in the following, broadly defined areas:

I Curriculum Services

II Psychological and Guidance Services

III Adult Education and Community Development Services

IV Research and School Evaluation Services

V Computer Services

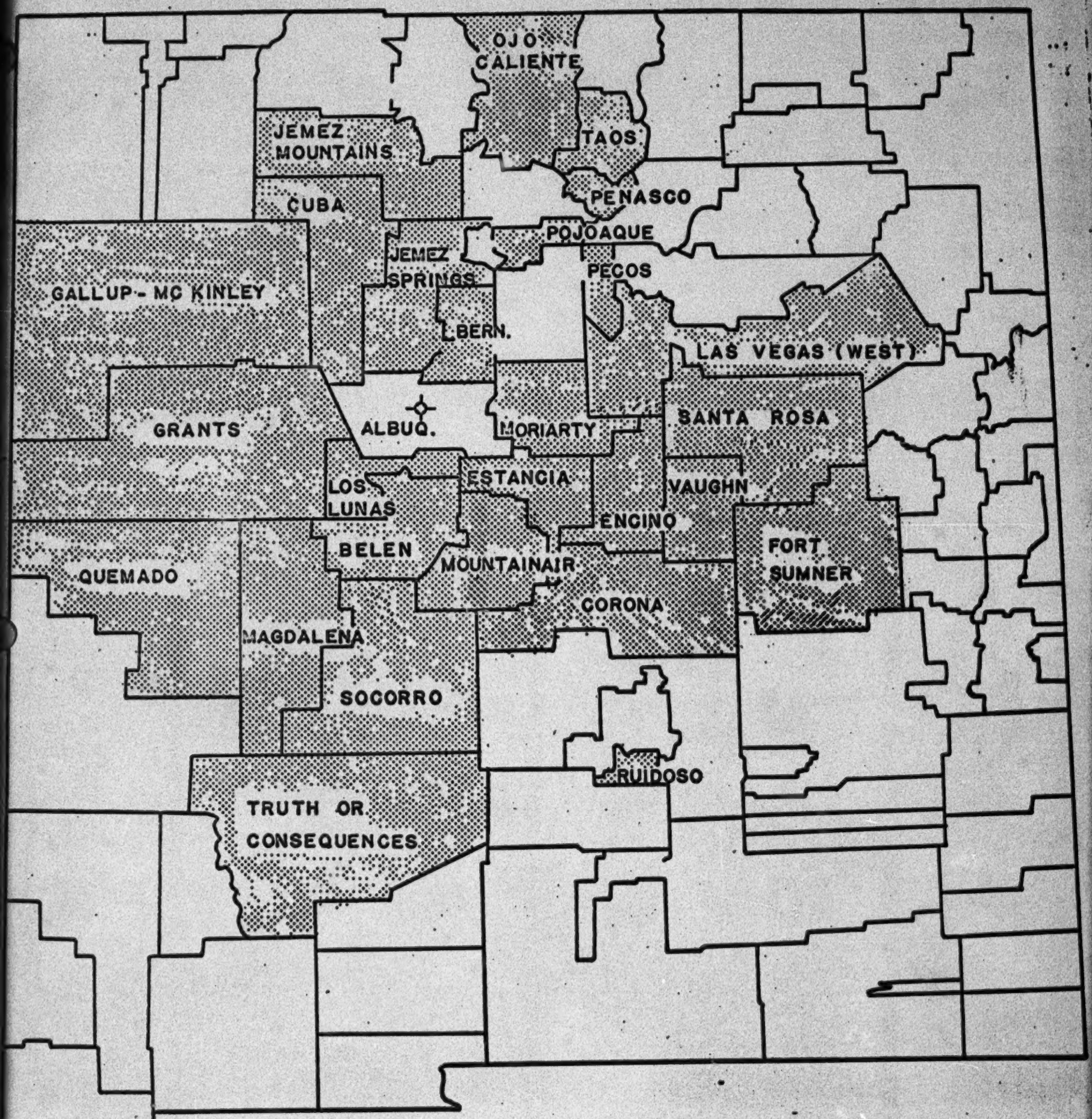
(See enclosed flow chart for details)

The purpose of the Center in its broadest formulation is to cause creative change in what educators and students know and do. The services of the Center are directed at producing creative improvement in schools. The Center's staff operates on two levels. First, it services requests for supplemental services. These are desirable benefits for students which individual districts, due to budget limitation, cannot affort to render, (e.g., an evaluation of the abilities and limitations of a student with a learning problem). Second, the Center provides "program" services wherein staff effort is directed primarily at classrooms, schools, and districts for the benefit of all students enrolled in those educational units, (e.g., in-service training of a remedial reading teacher).

ESC has been serving a region with an abundance of needs. Included are the needs of bilingual and trilingual students, the disadvantaged, rural and isolated students, dropouts, and the handicapped. This list is not exhaustive, but it indicates some of the problems faced by New Mexico educators. With their limited resources they have accomplished much. With greater support they could accomplish more. ESC is dedicated to their support. The activities described in this document are answers to requests by school and community personnel. These people formulated ideas about how they might meet their needs. ESC staff members visited schools, observed, recommended, helped plan, organized, evaluated, and worked beside school and community people. The total effect of these efforts will never be fully known, for the spread of ideas is not subject to quantification. In Section IV is a descriptive summary, by school district, of ESC staff activities. It is believed that these activities have produced some creative change in what people know and do.

SECTION II

STATISTICS



SCHOOL DISTRICTS PRESENTLY SERVED BY THE EDUCATION SERVICE CENTER

ADM (FIRST 20 DAYS, 1966-67) FOR SCHOOL DISTRICTS PRESENTLY SERVED BY THE EDUCATIONAL SERVICE CENTER

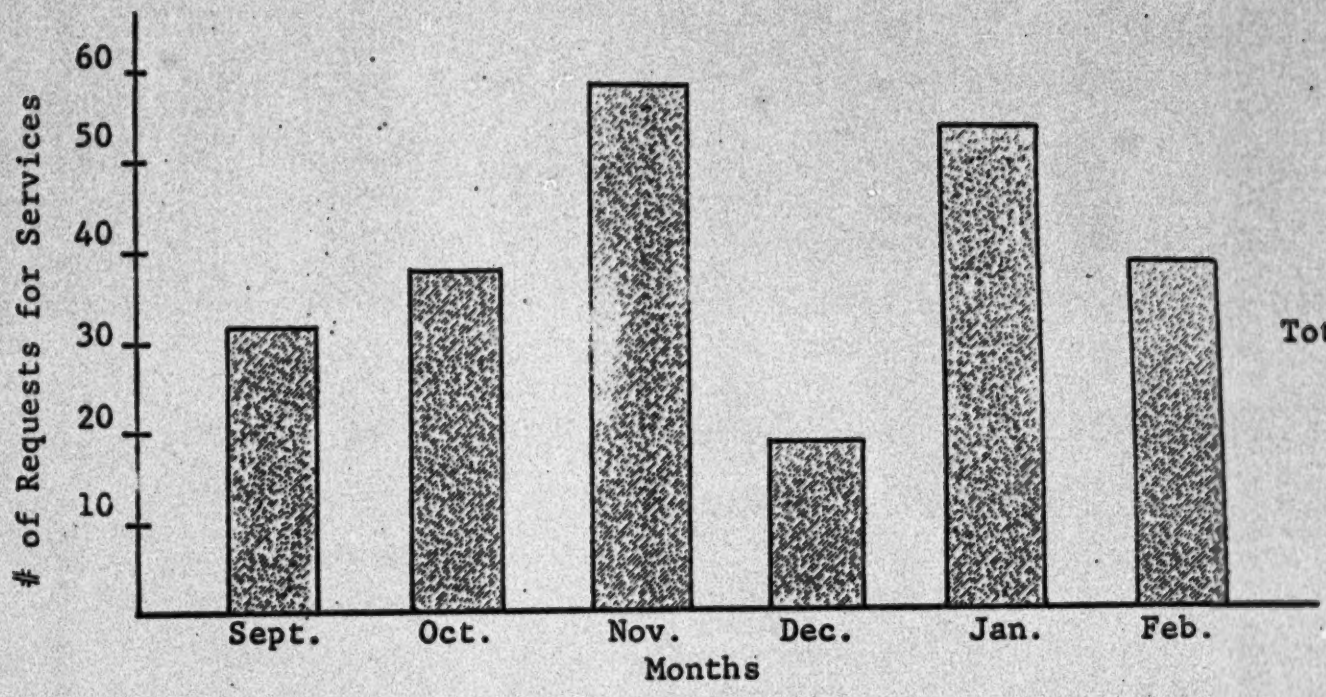
District	Public Schools			Non-Public Schools			Public and Non-Public Total
	Grades 1-6	Grades 7-12	Total	Grades 1-6	Grades 7-12	Total	
Belen	1,597	1,683	3,280	307	67	374	3,654
Bernalillo	1,239	1,123	2,362	214	59	273	2,635
Corona	100	101	201				201
Cuba	349	321	670	194	29	223	893
Encino	88	95	183				183
Estancia	337	261	598				598
Ft. Sumner	368	352	720				720
Gallup	5,679	3,529	9,208	789	512	1,301	10,509
Grants	2,618	2,198	4,816	331	40	371	5,187
Jemez Mtns.	473	243	716	100	23	123	839
Jemez Springs	239	298	537	139	35	174	711
Las Vegas (W.)	1,497	1,111	2,608	254	53	307	2,915
Los Lunas	1,572	1,304	2,876				2,876
Magdalena	359	210	569				569
Moriarity	314	265	579				579
Mountainair	293	238	531				531
Ojo Caliente	342	222	564	8	0	8	572
Pecos	387	333	720	90	36	126	846

-Continued on Page 2-

District	Public Schools			Non-Public Schools			Public and Non-Public Total
	Grades 1-6	Grades 7-12	Total	Grades 1-6	Grades 7-12	Total	
Penasco	444	440	884	83	20	103	987
Pojoaque	578	497	1,075	452	257	709	1,784
Quemado	111	71	182				182
Ruidoso	160	126	286				286
Santa Rosa	608	497	1,105	218	87	305	1,410
Socorro	1,122	936	2,058	199	36	235	2,293
Taos	1,402	1,344	2,746	287	184	471	3,217
T or C	774	608	1,382				1,382
Vaughn	203	181	384				384
Total	23,253	18,587	41,840	3,665	1,438	5,103	46,943

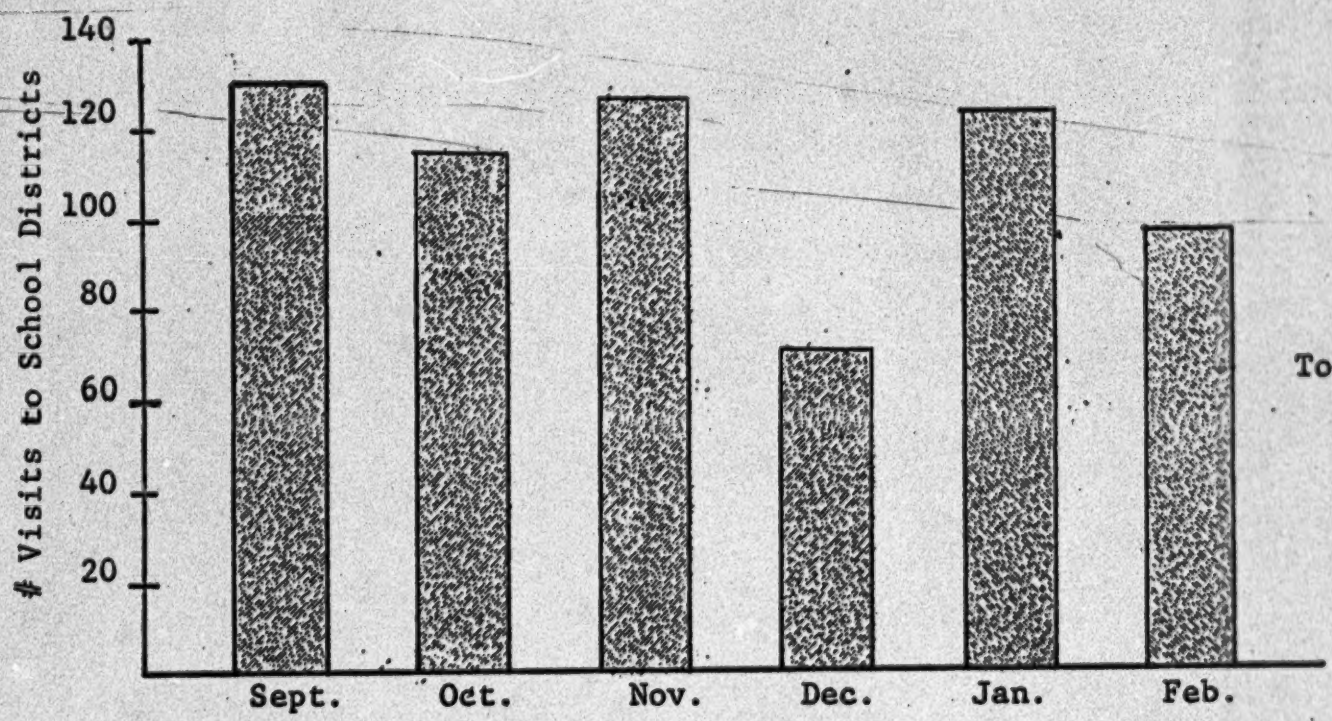
SECTION III

DISTRIBUTION OF EDUCATIONAL SERVICE CENTER SERVICES



Total 264

Number of Requests for Services Per Month



Total 654

Number of Visits Made to School Districts Per Month by E.S.C. Staff

Notes:
1. Any one visit may represent more than one day in that particular district.
2. Visits are documented by Trip Summary Forms filled out by each staff member upon returning from a trip.
3. A detailed breakdown of visits according to district can be found in the appendix.

SUMMARY TABLE SHOWING THE NUMBER OF VISITS MADE TO EDUCATIONAL

SCHOOL DISTRICT / Dept. / Month	Psy. & Guidance							Curriculum							Adult Ed. & Comm.Div.							C
	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S
BELEN	2	1	5	1	12	3	24	5	9	6	4	7	7	38				1			1	
BERNALILLO	6	4	2	1	2	5	20				1	2		3			1		1	1	3	
CORONA	2						2						2	2							0	
CUBA			3		2	1	6	1	1	1		6		9	1	2			3		6	
ENCINO	5	2	2				9							0							0	
ESTANCIA	4	1	4	5	3		17	1	4	3	2		2	12			1				1	
FORT SUMNER	3	2					5	1	1					2							0	
GALLUP						1	1	1	1		2	3	2	9							0	
GRANTS	6	2	4	2	6	2	22	2					1	3							0	
JEMEZ MOUNTAIN	4		3		3		10			2		1		3							0	
JEMEZ SPRINGS	1						1					1	2	3					2	1	3	
LOS LUNAS	2		2	2	2		8	1	3		2	6		12		1	2	1	1		5	
MAGDALENA							0							0	1	1					2	
MORIARITY	1		1				2	1						1							0	
MOUNTAINAIR	1						1	1	1					2							0	
OJO CALIENTE	1						1							0	1						1	
PECOS					1	1	2					1	1	2							0	
PENASCO	1	1				4	6					1		1							0	
POJOAQUE	1	1	2	1		3	8	1	2	1	3		3	10			1				1	
QUEMADO							0	2	1					3			1				1	
RUIDODO	2	3	1		2		8	1	3	1		3		8							0	
SANTA FE	5	6	5	2	1	2	21	2		1		1		4	2	1	3	1	1		8	
SANTA ROSA			1			2	3			1				1							0	
SOCORRO	4	2	4	2		2	14							0	1	1					2	
TAOS						1	1					1		1	1						1	
T or C	2						2							0							0	
VAUGHN	3	5					8							0							0	
WEST LAS VEGAS	2					1	3			1	1	3		5	1	2				1	4	
OTHER DISTRICTS	1	2	3	1		4	11	2	2	2	2		3	11						1	1	
TOTAL	59	32	42	17	34	32	216	22	28	19	17	36	23	145	8	8	9	3	8	4	40	

SITS MADE TO EDUCATIONAL SERVICE CENTER SCHOOL DISTRICTS BY DEPARTMENT & MONTH

Adult Ed. & Comm.Div.							Computer & Eval.							Vans							Other Personnel							Total
S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	S	O	N	D	J	F	Tot	
			1			1							0	1	1	2	2	1	1	8				1			1	72
		1		1	1	3							0	1	1	2	1	2	1	8	1						1	35
						0							0	1	1	2	1	2	1	8							0	12
1	2			3		6							0	1	2	2	1	2	1	9							0	30
						0							0	1	1	1	1	1	2	7							0	16
		1				1		1					1	1	1	2	1	2	1	8							0	39
						0							0	1	2	1	1	1	2	8							0	15
						0							0	1	1	1	1	2	1	7			1			1	2	19
						0				1	2	1	4	1	1	2	1	2	1	8	2					1	3	40
						0			1				1	1	1	2	1	1	1	7	1		1				2	23
				2	1	3							0	1	1	2	2	1	1	8							0	15
	1	2	1	1		5		1	5	1	3	2	12	1	1	2	1	1	1	7		1					1	45
1	1					2							0	1	1	1	1	1	1	6		1	1	1			3	11
						0							0	1	1	1	1	1	1	6							0	9
						0							0	1	1	2	1	2	1	8							0	11
1						1							0	1	1	2	1	2	1	8	1						1	11
						0							0						1	1							0	5
						0							0	1	1	2	1	2	1	8							0	15
		1				1							0	1	1	2	1	2	1	8							0	27
		1				1							0	1	1	2	1	1	1	7		2					2	13
						0							0	1	1	2	1	2	1	8		1				1	2	26
2	1	3	1	1		8	2						2							0	6	3	1	2			12	47
						0							0	1	2	1	1	1	1	7							0	11
1	1					2							0	1	1	2	1	1	2	8			2				2	26
1						1							0						1	1		1					1	5
						0							0	1	1	1	1	1	2	7		1					1	10
						0		1					1	1	1	2	1	2	1	8	1						1	18
1	2				1	4							0	1	1	2	1	2	1	8	1						1	21
					1	1							0							0	1	1	1				3	26
8	8	9	3	8	4	40	2	3	6	2	5	3	21	25	28	43	27	38	31	192	14	11	7	4	0	3	39	651

SCHOOL DISTRICT
BELEN
BERNAL
CORONA
CUBA
ENCINO
ESTANC
FORT S
GALLUP
GRANTS
JEMEZ
JEMEZ
LOS LU
MAGDAL
MORIAR
MOUNTA
OJO CA
PECOS
PENASC
POJOAQ
QUEMAD
RUIDOD
SANTA
SANTA
SOCORR
TAOS
T or C
VAUGHN
WEST I
OTHER

NOTES:

1. Visits made to school districts not normally served by ESC are not included in the table.

2. Any one visit to a school district may represent more than one day spent in that particular district.

3. Out-of-State trips by staff members (e.g., to conventions and workshops) are not recorded here.

4. Visits are documented by trip summary forms filled out be each staff member upon returning from a trip.

SUMMARY TABLE OF TESTING ACTIVITY

Type of Testing	# Tested	# Tests Administered
Individual Psychological Evaluations	244	507
Speech and Hearing Tests	116	353
Group Testing (SRA) [redacted]	585	591
Reading and Perception Tests	110	220
TOTAL	1,055	1,671

Computer Test Scoring Service	# Students Tested	# of Answer Sheets Scored
(a) Teacher-Made Tests	1,400	1,400
(b) Standardized Tests	6,720	29,160
TOTAL	8,120	30,560

SECTION IV

A SYNOPSIS OF ESC FIELD ACTIVITIES ACCORDING TO DISTRICT

NOTES

1. Only those activities considered to be of some consequence are included in this summary. Although every attempt was made to be comprehensive, responsibility for errors and omissions rests with the writers.
2. Beginning each district summary is the number of requests received by ESC from the district, the number of visits to the district by ESC staff members, and the number of public and nonpublic school students enrolled for the first twenty days of the 1966-67 school year.
3. It will be noticed that the number of visits to a district tends to be in direct proportion to the number of requests received from the districts.
4. Taos, a late entry into the New Mexico Research and Study Council, has received only introductory visitations prior to March 1, 1967. It is therefore not included here.

BELEN	Requests	Visits	Students
	37	72	3,654

1. An experimental Language Arts Program has been implemented at Belen Jr. High. It has been designed to cause teachers to extract basic ideas from students and then lead the students on to generalizations.

   The students are ungraded and study under team teaching. They proceed from the familiar to the unknown through a coordinated literature-exposition combination, wherein application and relation of academics to daily life is the object. The assistance provided by the ESC language specialist included:

   a) Evaluation of the former programs and submittal of recommendations.
   b) Assistance to the administration in planning for support of the new program.
   c) Extensive aid to teachers in program planning, development of lesson plans, etc.
   d) Help in selection of materials and presentation procedures.
   e) Evaluation of initial class sessions along with continuous follow-up and improvement of weak aspects of program.

   This innovative program and the way it exemplified cooperation among ESC staff members, school administration, and classroom teachers, are excellent results of ESEA. Here ESEA has worked in the classroom to help students learn, think, and communicate.

2. Belen Jr. High has prepared for flexible scheduling - ESC participated in planning.

3. Encouraged and stimulated a group of teachers to request a UNM extension course in Remedial Reading for which they will get university and in-service credit.

4. Stimulated initial purchase of Peabody Language Kits.

5. Helped plan and establish a reading testing program in order that teachers could determine reading level themselves.

6. There are no Special Education classes in operation in Belen, but a number of children have been tested by ESC personnel and found to be in need of such a program.

7. [redacted]

8. Assisted in planning for the combination of Home-Bound students with the retarded children currently in remedial programs. This combination will form the first class in Special Education.

9. Attempts have been made to strengthen and expand the remedial program which is currently over-loaded with retarded children who are in need of a Special Education Program.

10. Assisted principals and Jr. High school counselors in setting up guidelines (based largely upon criteria of State Department and North Central), for pupil-personnel services to be implemented next year.

11. Speech and hearing evaluations conducted for fourteen students, followed-up by teacher-case conferences for students tested.

12. Individual reading evaluation conducted for forty students, followed-up by recommendations to teacher for improvement of reading program for these children.

13. Assisted in the administration of the SRA vocational planning inventory to 257 students (Seventh Grade norming sample).

14. Planning of summer Headstart Program.

BERNALILLO	Requests	Visits	Students
	5	55	2,635

1. Assisted District Administration in personnel reorganization of the duties and responsibilities of administration.

2. Assisted in the planning and preparation for a speech and hearing screening program.

3. Helped establish tutorial program in cooperation with VISTA volunteer, Community Action Program, and volunteer adult tutors.

4. Project Headstart - Assisted VISTA volunteer in the orientation of parents of Headstart children.

5. Assisted Local Community Action Program in the planning of a comprehensive-medical demonstration program for medical aid to the indigent in cooperation with the USPHS, OEO, and the UNM Medical School.

6. Conducted a workshop with school personnel and the congressional delegation to assist in application to the U.S. Department of Commerce (Economic Development Act) for funds to use in planning a Technical Vocational Institute for Sandoval County.

7. Recommended speech therapy of twenty children. District has provided ESEA funds.

8. Worked with Guidance Director in program planning and scheduling of vocational education bound students.

9. Aided Guidance Director in the administration of the SRA vocational planning inventory to 210 students (grades seven through twelve).

10. Organization of the elementary faculty to participate in helping identify predictor and criterion variables to be used in an attempt to ascertain whether first grade success can be predicted.

11. Establishment of a Day Care Center in cooperation with CAP and Director of Guidance. ESC did psychological testing for the Day Care Center (forty-eight children tested). Program is scheduled to terminate April 14th.

12. Assisted in the planning of summer Headstart Program.

CORONA	Requests	Visits	Students
	1	12	201

1. Assisted in the evaluation and planning activities leading to the ungrading of the elementary school.

2. Assisted school in preparation for computerized flexible scheduling.

3. Conducted in-service training for teachers to enable these teachers to evaluate reading level as part of the operation of an ungraded elementary school.

4. Conferred with elementary teachers on eighty elementary children to classify them according to reading level during the ungrading of the school. Teachers had already evaluated reading level.

5. Supplied reading teacher with recommendations for teaching children with difficulty distinguishing consonant and vowel sounds including an original unit on teaching sound-symbol relationships.

6. Helped elementary teachers supplement their science kits with visual material which is keyed to the published text of the course.

CUBA	Requests	Visits	Students
	7	30	893

1. Assisted school personnel in evaluating the elementary program.

2. Assisted with planning in preparation for elementary ungrading.

3. Assisted classroom teacher in organizing social studies teaching units, methods, and materials.

4. Assisted school personnel and VISTA volunteers in establishing a tutorial program. Assisted in planning, development, and organization. Also involved were adult volunteers, high school volunteers, and the Community Action Program.

5. Through the efforts of the Center's school psychologist, and with the cooperation of the State Hospital, some of the children in need of neurological examinations and EEG's can now be transported to the New Mexico State Hospital where these examinations will be conducted free of charge.

6. Assisted in planning of summer Headstart Program.

7. Assisted with the initiation of a remedial language development program at Cuba Jr. High School. This program uses a team teaching approach and the emphasis is on problem solving activity within a literary, poetic, and cultural framework.

8. Conducted individual psychological evaluations on thirteen students.

9. Took part in North Central Accreditation Association Evaluation of Cuba High School in October, 1966.

ENCINO	Requests	Visits	Students
	4	16	183

1. Demonstrated Audio Visual equipment possessed by the district. The machinery is now being used effectively.

2. Speech and hearing evaluations were conducted on eight students and followed-up with teacher-case conferences.

ESTANCIA	Requests	Visits	Students
	17	39	598

1. Consulted with high school in their preparation for the North-Central Accreditation Association Evaluation.

2. Conducted a Pre-North-Central Evaluation of Guidance Program.

3. Assisted with North-Central Evaluation of Estancia schools.

4. In cooperation with school personnel, PTA, and Rotary Club, staff members participated in curriculum committees making recommendations for 1967-68.

5. Worked with school personnel and State Department of Education in planning and applying for funds for an Adult Basic Education Program.

6. Assisted school personnel in the preparation of a proposal for a school dropout training project.

7. Individual psychological evaluation was conducted on forty students in screening for Special Education Program.

8. Consulted with the elementary school staff concerning instructional methods and classroom structure to be utilized with a population that does not fit the norm.

9. ESC has helped the district act as a "sub-center" in a five-district area to coordinate such activities as planning for Special Education and planning for OEO related activities. Inter-district cooperation is thus stimulated. See Vaughn (page IV.22).

FORT SUMNER	Requests	Visits	Students
	2	15	720

1. Held case conferences with parents of children who have speech problems - also involved were the teacher, principal or counselor, and nurse.

2. Stimulated and helped plan the initiation of an intra-school workshop. Some teacher would be familiar with one or more pieces of audio-visual equipment, but no teacher was familiar with all types. A continuing workshop is now organized, wherein teachers introduce each other to the operating procedures of the various machines.

3. Consulted with teachers on the use of SRA Kits and individualized reading instruction generally.

4. Psychological evaluations have been conducted for identification of students thought to be in need of Special Education.

5. Conducted a re-evaluation of five children already in a Special Education class.

6. Made recommendations for the expansion of the existing Special Education class and made recommendations on how to improve upon the curriculum materials currently in use.

7. Speech and hearing evaluations were conducted for twelve students and followed-up by teacher-case conferences on all students tested.

GALLUP	Requests	Visits	Students
	15	19	10,509

1. Assisted in school program evaluation in Red Rock Elementary and Navajo Elementary.

2. Assisted two Jr. high schools in adopting modified systems of flexible scheduling.

3. Assisted in development of departmental-team teaching approach in two Jr. high schools.

4. Assisted in the curriculum planning of Crown Point High School.

5. Consulted with Navajo Elementary School regarding the modification of their ungraded system and their TESL program.

6. Assisted teachers in the development of course units for teaching idiomatic English to Indian students.

7. Showed a series of films on the teaching of English and reading.

8. Provided consultant information on computerized class scheduling.

GRANTS	Requests	Visits	Students
	19	40	5,187

1. Assisted in evaluation of the Jr. high school curriculum, specifically art education.

2. Assisting in the planning and organization of a first grade pilot project for speech improvements.

3. Conducting in-service training for 100 teachers (in four groups) covering classroom speech problems.

4. Assisting one teacher qualified to do speech therapy. Assistance includes planning for a one-half time permanent speech therapist for the Grants High Schools.

5. Conducted case conferences with parents of children who have speech problems. Also involved were the teacher, principal or counselor, and nurse.

6. Schools at Cubero and [redacted] Lake have converted to Miami Linguistic Readers with ESC consulting assistance.

7. Conducted three group meetings where 35 to 40 teachers attended each meeting. Diagnosis and prevention of speech problems were the topics of discussion.

8. Provided lesson plans for teachers to use in speech improvement.

9. Assisted in the development of a Multi-District Program for Adult Education in cooperation with the Title V Area Supervisor. ESC personnel acted in the capacity of consultants in guidance and testing for this program.

10. Computer scoring of 1,500 answer sheet (teacher-made tests).

11. A cooperative and coordinated effort for dealing with individual psychological referrals for the Grants area has come about largely through the efforts of ESC staff members. The coordinated referral effort is among the following agencies:

    a) New Mexico State Hospital
    b) Psychiatry Out-Patient Clinic) At University of New Mexico
    c) Seizure Disorder Clinic) School of Medicine

    To a lesser extent, several other school districts have become involved in this cooperative effort. These include Bernalillo, Belen, Los Lunas, and Socorro.

12. Identification and diagnosis of children for placement in Special Education Programs. In those cases where individual referrals were warranted the following agencies cooperated:

    a) New Mexico State Hospital
    b) Psychiatric Out-Patient Clinic) At the University of New Mexico
    c) Seizure Disorder Clinic) School of Medicine

13. Parent and teacher conferences were held to review the results of individual psychological evaluations.

14. Twelve students were given individual speech and hearing tests. Teacher-case conferences were held for each student tested.

JEMEZ MOUNTAIN	Requests	Visits	Students
	8	23	839

1. Cooperated with State Department of Education in evaluating Jr. and Sr. High School Program.

2. Assisted district staff in the development of a counseling program and expanded guidance services.

3. Helped high school counselor set up testing program and gave advice on how to provide guidance services for his pupils.

4. Helped in planning a summer Headstart Program.

JEMEZ SPRINGS	Requests	Visits	Students
	7	15	711

1. Evaluated elementary school program in cooperation with the State Department of Education.

2. Assisted school personnel, VISTA volunteers, and PTA in establishing a tutorial project. Assistance was provided in planning, development, and organization. Also involved were Jemez Springs Home Extension Club and Community Action Program.

3. Computer scoring of 1,260 answer sheets (standardized test).

4. Speech and hearing evaluation conducted on ten children. This was followed-up with teacher-case conferences.

LOS LUNAS	Requests	Visits	Students
	12	45	2,876

1. Consulted with administration in evaluating the administration of attendance records and the mechanics of scheduling.

2. Administration of a project in which twenty school dropouts are given Vocational Education. Training is in construction trades.

3. Individual psychological evaluations were conducted on approximately [redacted] six children, some of who were attending Special Education classes.

4. [redacted]

5. Encouraged the implementation of a full-day Special Education class. Children presently in Special Education program spend one-half day at Los Lunas High School and after lunch travel to the Jr. High for regular classes.

6. Encouraged the development and implementation of an elementary school guidance program. To be implemented as soon as funds are available.

7. Conducted computer scoring of teacher-made tests (in high school Social Studies classes) for one school grading period (150 answer sheets scored).

8. Provided comprehensive review of research findings on the pros and cons of "ability grouping" in public schools for the elementary school principal who was considering an ability grouping pattern for each grade level in his school.

9. In cooperation with the Educational Service Center, University of New Mexico, and State Department, Los Lunas has gotten involved in computerized class scheduling.

10. Helped plan a summer Headstart Program.

11. Conducted in-service workshop for eleven reading and language teachers. Discussed a) the concept of communication and b) cognitive thinking approaches to develop competencies in <u>all</u> language areas.

PECOS	Requests	Visits	Students
	5	5	846

1. Assessed need for Special Education classes at Pecos and established guidelines for future development of Special Education program.

2. Helped high school counselors and principal in setting up guidelines for pupil personnel services to be implemented next year. These guidelines have incorporated those of the State Department of Education and in addition, some of the criteria set forth by North Central for pupil personnel services. The objective - to derive a well-defined uniform system of guidance guidelines for use in this school district.

PENASCO	Requests	Visits	Students
	4	15	987

1. Individual psychological evaluations were conducted on seventeen prefirst grade and elementary grade children believed to be in need of special education. These evaluations were followed up by case conferences with teachers and the school nurse.

2. Conferences were held with school personnel regarding the development of a special education program.

POJOAQUE	Requests	Visits	Students
	11	27	1,784

1. Cooperated with State Department of Education in assisting district to plan and apply for funding an Adult Basic Education Program.

2. Stimulated district to get a speech therapist once a week to follow-up speech problems identified through testing done by the Educational Service Center.

3. Held one group meeting attended by thirty teachers where diagnosis and prevention of speech problems were topics of discussion.

4. Disseminated lesson plans which teachers may elect to use in speech therapy.

5. Conducted in-service training for two remedial reading teachers so that they could determine reading level for themselves.

6. Individual reading evaluations were conducted on forty-five children and followed-up with teacher case conferences for children tested.

7. Individual speech and hearing evaluations conducted on thirty children followed-up by teacher case conferences on all children tested.

QUEMADO	Requests	Visits	Students
	3	13	182

1. Prepared a welding safety program for the vocational agriculture shop and forwarded information for use in procuring free scrap metal for welding training.

RUIDOSO	Requests	Visits	Students
	9	26	286

1. Consulted with administration in cooperation with State Department of Education in evaluating district program.

2. Consulted with five district curriculum planning committees assisting in the preparation of course descriptions, teacher guides, etc.

3. Assisted in establishing a new Remedial Reading Program.

4. Stimulated initial purchase and use of Peabody Language Kits.

5. Located second grade teacher who will serve as therapist for referred speech problems from Ruidoso schools.

6. Assisted in the planning of a Special Education Program. Twenty-six children have been tested for identification of those in need of Special Education classes. As soon as funds are available, the district will put the Special Education Program into operation.

7. An Educational Service Center School Psychologist has acted as liaison between Ruidoso school personnel and the Los Lunas Hospital in the referral of students for follow-up action.

8. Individual Reading evaluations were conducted with twenty-five children, including teacher case conferences for children tested.

9. Speech and hearing evaluations conducted on ten children followed-up with teacher-case conferences.

SANTA FE	Requests	Visits	Students
	8	47	13,084

1. Educational Service Center staff members have traveled to Santa Fe approximately forty-seven times during the last six months to consult with personnel in the State Department of Education on matters of mutual concern. These interactions have enabled Center staff members to coordinate their efforts with those of their counterparts in the State Department. Such interactions have helped clarify the role of the Educational Service Center with respect to the activities of the State Department of Education and have resulted in an atmosphere of reciprocal assistance. Most of the visits to Santa Fe took place after a two-day joint planning meeting (held early in September) between the State Department of Education and the entire staff of the Educational Service Center. This meeting was of tremendous import in establishing the supportive base out of which many cooperative efforts have evolved.

2. The Center's Computer Operations Consultant has been assisting Dr. Swanson of the State Department of Education in developing a strategy for collecting and processing data on several standardized achievement and ability tests. The purpose of the project, expected to be operationalized in the fall of 1967, is to compile normative data on New Mexico school population.

SANTA ROSA	Requests	Visits	Students
	5	11	1,410

1. Consulted with administration in cooperation with State Department of Education to evaluate district curriculum.

2. The Center is actively involved in a Special Education proposal for Santa Rosa. The proposal involves a cooperative program in Special Education in which:

   a) The public school provides a teacher
   b) The private school provides classroom space
   c) The University of New Mexico provides supervision and an internship program
   d) The Educational Service Center provides psychological testing and evaluations
   e) The Division of Mental Health provides a "clearing house" for medical and dental problems
   f) The Community Health Services Committee helps coordinate the program with the activities of other agencies

3. Evaluated guidance practices and offered suggestions for future changes and additions.

4. Individual psychological evaluations to identify children for cooperative Special Education program.

5. Helped counselors and principals to set up guidelines for pupil-personnel services to be implemented next year. These guidelines have incorporated those of the State Department of Education and in addition, some of the criteria set forth by North Central for pupil-personnel services.

SOCORRO	Requests	Visits	Students
	8	26	2,293

1. Cooperated with State Department of Education by assisting in the planning of an application for funding of Adult Basic Education Program.

2. Assisted Social Studies teachers in methodology, materials, teaching units, lesson plans, etc., for Social Studies Program (i.e., organization of this content area for presentation).

3. Since Socorro did not have the services of a guidance counselor early in the year, an Educational Service Center guidance specialist worked with the high school principal and his staff in performing some of the guidance duties for the functioning of the school and its students. This involved:

   a) Planning a college day program
   b) Helped students complete application forms for college vocational training and other applications
   c) Helped staff determine the kinds of guidance services they could perform in the absence of a guidance counselor
   d) Helped determine what type of testing programs they should follow

   ESC helped this district recruit a counselor. The counselor has been hired and an ESC guidance specialist is helping this new person establish a guidance program in Socorro schools.

TRUTH OR CONSEQUENCES	Requests	Visits	Students
	2	8	1,382

1. Consulted with superintendent regarding federal guidelines for securing funds for education of the handicapped. Children at Carrie Tingley Hospital receive their education through the local school district.

2. Conducting survey of guidelines (for teacher certification, physical plant facilities, financing, and teaching materials), from all U.S. states and territories on the education of the handicapped.

3. Computer scoring of 22,500 answer sheets (standardized test).

VAUGHN	Requests	Visits	Students
	2	18	384

1. The psychological and guidance personnel of ESC are actively engaged in the planning of a five-district Special Education program in cooperation with school district personnel, the University of New Mexico, and the Department of Public Health. The program will serve approximately 100 children. ESC will continue to assist in the testing and screening of children for this program. The Center will also help conduct in-service training for prospective teachers of Special Education classes. One such in-service class, involving sixteen prospective teachers, has already taken place at Estancia. The five districts involved in this cooperative effort are: Vaughn, Encino, Moriarity, Estancia, and Mountainair.

2. Speech and hearing evaluations conducted on twenty students, followed-up by teacher-case conferences.

WEST LAS VEGAS	Requests	Visits	Students
	16	21	2,915

1. Assisted in the planning and program development of a Special Education project to be conducted by West Las Vegas Schools and the New Mexico State Hospital.

2. Assisted school personnel and VISTA volunteer in establishing a tutorial project. Assistance included planning, development, and organization. Also involved were volunteer college students and the Department of Education at Highlands University. This project was implemented in conjunction with East Las Vegas schools.

3. Provided consultant services in cooperation with New Mexico State Hospital, University of New Mexico, Highlands University, and State Department of Education, for designing and writing a Special Education project proposal for a demonstration center in Las Vegas. Additionally involved were New Mexico School for Visually Handicapped, New Mexico school for the Deaf, Department of Public Health, and the State Planning Office (Mental Retardation Project).

4. Computer scoring of 5,400 answer sheets (standardized test).

OTHER

MAGDALENA	Requests	Visits	Students
	1	8	569

1. No services of long range consequence other than visits from mobile instruction van have been rendered by ESC through March 1, 1967.

SPRINGER

1. Conducted the initial screening of seventy-five possible Special Education students from the Springer Public Schools and the New Mexico Boy's School. The Educational Service Center is assisting in the establishment of a Special Education class in cooperation with the University of New Mexico and Highlands University to serve those students already identified as needing such a program.

ESPANOLA - TRUCHAS

1. Consulted with Truchas Presbyterian Elementary School in a series of meetings in anticipation of ungrading the school for 1967-68.

ALBUQUERQUE-- MENAUL HIGH SCHOOL (NONPUBLIC)

1. Consulted with administration and faculty in the evaluation of their program.

2. Provided assistance in curriculum planning for 1967-68.

SANTA FE - CATHEDRAL

1. Individual psychological evaluations were performed for two eighth grade students at St. Francis Cathedral Elementary School.

TUCUMCARI

1. Assisted school personnel, VISTA volunteer, and local CAP personnel in the planning and development of a tutorial program. Program is not yet in operation.

SECTION V

MULTI-DISTRICT AND REGIONAL ACTIVITIES

MULTI-DISTRICT ACTIVITIES INCLUDING CONFERENCES AND WORKSHOPS

Counselor's Guidelines

An ESC guidance specialist has begun the promulgation of pupil-personnel services guidelines. These are written guidelines for dissemination to interested counselors. The guidelines are such that they can be tailored to fit the needs of the area in which they are to be used. The guidelines were compiled in cooperation with local personnel. Initially begun in conjunction with Belen personnel, the effort has spread widely.

Counselor's Prediction Scale

The New Mexico Coordinating Council of Colleges and Universities has endorsed a proposal written by ESC guidance specialists. If implemented, New Mexico colleges and universities would be cooperating with ESC guidance specialists in an attempt to construct a predictive guide for high school counselors. Expectancy tables would be compiled to predict the success of New Mexico students entering any New Mexico college or university. ACT scores and high school gradepoint averages would be used as independent variables.

Space Science Center

The concept of a Space Science Center evolved as a result of the cultural bareness of New Mexico in terms of technological offerings available to school children. The planning of such a Science Center involved the joint efforts of representatives from the Educational Service Center, school districts served by ESC, Albuquerque Public Schools, and the University of New Mexico. Industrialists and other interested persons also took part in the planning. A Title III Planning Grant proposal, written by

ESC staff, was submitted in January of 1967. While this proposal was well received, some questions concerning building construction still remain. The matter is currently under consideration and a possible solution is expected this summer.

Guidance Counselor's Conference

Representatives of the Educational Service Center met with personnel from nineteen council schools and from the State Department of Education. A total of sixty persons were present. Sponsored by ESC, the Guidance Counselor's Conference was held in Albuquerque on October 27, 1966. The major topics of consideration included:

a) The Individual Inventory Process
b) Special Education
c) Information Services and Program Planning
d) Follow-up and Research

Plans were made during the course of the conference for ESC assistance and consultation at the individual school districts represented.

Pre-School Orientation Meetings

As a new organization, the Educational Service Center undertook an extensive pre-school orientation program to inform school personnel about the types of services that ESC was staffed to offer. This was done in every district served by the Center. As a follow-up to these pre-school meetings a printed introduction to the Center, its services and guidelines for obtaining these services was mailed out to every teacher and administrator in the districts visited.

Joint Meeting of the Educational Service Center and the State Department of Education

A joint conference for the ESC and the State Department of Education was held in Santa Fe on September 9 and 10, 1966. The purpose of the meeting was to bring the staff of both organizations together to plan for cooperative efforts between the Center and the State Department of Education.

Tele-Lecture and Tele-Writer Conference

During the latter part of October, 1966, the Educational Service Center, with the assistance of the Mountain States Telephone and Telegraph Company, conducted a Tele-Lecture and Tele-Writer Conference for the Educational Service Center staff, various member school personnel, and parties from the State Department of Education.

The expressed purpose of the conference was to familiarize those present with some of the modern communication technology which is in the use in schools and might be applied to school situations in New Mexico. This conference was very well received with an attendance of sixty-seven interested parties. As a result of this conference, certain school districts (viz. Fort Sumner, Vaughn, Encino, and Corona) have pursued this interest further with the Telephone Company.

New Mexico Research and Study Council Annual Evaluation Conference

This meeting was held at Las Cruces on December 8 and 9, 1966. Five members of the Educational Service Center met in conjunction with a number of NMRSC members.

Of particular inderest was the discussion of the role of New Mexico school administrators in school-community relations. Dr. Ralph Kimbrough of the University of Florida and Dr. Clarke Knowlton of Texas Western University, conducted the discussion. In addition to the discussion, school superintendents and administrators were advised on the importance of awareness of community power structure.

Custodial Workshop

On March 4, 1967, ESC participated in a custodial workshop conducted at the Estancia Elementary School. Approximately fifty persons attended. Mr. Hy Adler of the University of New Mexico and his staff demonstrated new maintenance techniques to custodians from five school districts. The demonstration included classroom, cafeteria, and restroom methods. Part of the workshop was devoted to staff relationships in a school system.

Conference on the Evaluation of the Educational Service Center

The annual evaluation meeting of the Educational Service Center with its member schools was held at Albuquerque on December 19, 1966. The staff of ESC met with fourteen superintendents, guidance personnel, principals, and teachers from nine member districts.

Discussions were held on the schools' expectation of center services, the impact of ESC upon schools and communities, and desired services for the future. Needs were noted for improved communication between the Center and school districts, longer visitations, increasing the scope of services, implementation of summer programs and a greater variety of materials for the Mobile Units. Overall satisfaction was expressed with regard to past services to the school districts.

Conference on "Creating a Climate for Change"

Representatives from the Educational Service Center, New Mexico Research Study Council, and the Albuquerque Public Schools met in January, 1967, to discuss the curriculum problems of New Mexico education. Dr. Marcella Lawler, Columbia University Professor, and Dr. Dolores Silva of the Educational Service Center, conducted the conference.

Forty representatives from sixteen ESC serviced schools participated in discussions, lectures, and general workshop sessions.

Belen-Socorro-Los Lunas Future Cooperation Conferences

During December, 1966, Dr. Patrick D. Lynch met with the superintendents and directors of instruction from the above school districts. The group discussed ways in which these districts might work cooperatively to plan efforts in curriculum, special education, and community services.

GATB Workshop

On December 12 and 13, 1966, the New Mexico State Employment Security Commission conducted a workshop designed to assist ESC staff members in the utilization of General Aptitude Test Batters (GATB) as an evaluation instrument, ESC personnel have, in turn, advised member school counselors on the use of the instrument.

School Plant Planning Conference

Dr. George Collins of the U. S. Office of Education discussed the impact of Federal legislation on educational building and planning programs on January 6, 1967, at Albuquerque, Approximately fifty representatives including those from ESC, NMRSC schools, the State Department of Education, and school architects attended the conference. The conference was cosponsored by ESC.

VISTA Conferences

Prior to the inception of the Educational Service Center, VISTA volunteers were not being used effectively in remote school districts of New Mexico. The ESC has actively worked toward greater coordination of the school districts and VISTA. As a result, there are several programs in operation in the school districts such as tutorial projects, headstart activities, and other VISTA work.

Cuba has had two conferences in January for the implementation of a tutorial program and workshops. Fifteen persons representing VISTA, ESC, the local schools, and the community met in the first two-day conference on January 9 and 10, 1967. Forty-eight personnel met during the workshop sessions later in January.

Several meetings were held at Jemez Springs during January and February of 1967 to discuss the feasibility and implementation of a tutorial program for that area. Several workshops were included in the five conferences held. Personnel from ESC, VISTA, the local schools and the community were represented in all five conferences.

In conjunction with ESC, Bernalillo held two conferences in January and February of 1967, for discussion and implementation of VISTA activities in the Bernalillo schools. Tucumcari schools had a tutor conference on February 20, 1967, as well.

East and West Las Vegas districts had three conferences in January and February for implementation, orientation, and evaluation of tutorial programs. The ESC aided the conferences in consultation and direction of these meetings. As many as eighty persons attended the meetings.

Social Studies

Working closely with the State Department of Education, ESC has assisted in the formation of a State Council for the Social Studies. Since its beginning, the Council has grown to include 100 members and represents elementary, high school, and college social studies teachers.

The Educational Service Center assisted in the planning of the first state-wide workshop dealing with the teaching of world events. Over 100 persons attended the workshop. The workshop was sponsored jointly by the State Department of Education, Albuquerque Public Schools, UNM, and ESC.

West Las Vegas Workshop

This conference was held at New Mexico State Hospital in Las Vegas during September, 1966. The purpose of the meeting was formulating a Title III project proposal for a community mental health program.

Present were members of the ESC, the staff of New Mexico State Hospital, members of the State Welfare Department and representatives from the West Las Vegas Public Schools.

Conference on Psychological Testing in Special Education

This conference was held in Estancia, New Mexico, on September 20, 1966. Sixteen people were in attendance. The purpose of the meeting was the discussion of the relation of Psychological Testing to Special Education. Following this conference Dr. Fritz Adams conducted (at Estancia) a semester long UNM extension course in Special Education.

CONFERENCES PLANNED FOR THE MONTH OF MARCH

1. Provo, Utah Conference - A conference scheduled for March 6 and 7 will be held at Provo, Utah. School representatives from Albuquerque, Belen, Pojoaque, Gallup, Corona, and Los Lunas as well as ESC staff members, will attend. The purpose of the conference is to observe and discuss the BYU project involving daily demand scheduling. Other types of variable scheduling will also be demonstrated and discussed.

2. Statewide IRA Conference - A statewide IRA (International Reading Association) Conference will be conducted at the University of New Mexico on March 7 and 8, 1967. The conference is sponsored by the Educational Service Center with the cooperation of Albuquerque Public Schools, Highlands University, Los Alamos Public Schools, New Mexico State University, State Department of Education, University of Albuquerque, and the University of New Mexico. Representatives from each of the above institutions will attend the conference. The featured speaker will be Dr. Russell Stouffer of the University of Deleware. His address will deal with the "Language Experience Approach" to reading. A number of small discussion groups will evaluate and raise questions about "Language Experience Approaches" in reading programs.

3. Statewide Technical Assistance Conferences - In order to implement the services of the new technical assistance component of the Educational Service Center, two conferences have been scheduled under the joint

sponsorship of the ESC, the State Department of Education, and the U. S. Office of Education. One conference will take place on March 29 in Ruidoso, the other is scheduled for March 31 at Taos. In addition to speakers from the State Department of Education, Dave Young of the U. S. Office of Education will discuss federal guidelines and program priorities. Each New Mexico school district will be asked to send its superintendent or his delegate, and one classroom teacher to one of the conferences. Time will be allotted at each conference for individual consultation between school district personnel and program participants.

SECTION VI

CENTER EVALUATION: SOME IMPLICATIONS

CENTER EVALUATION AND ITS IMPLICATIONS

The ongoing ESC self-evaluation process has uncovered a number of areas in which services might be improved. Moreover, if emphasis were changed in some areas of Center activity more students could be served and students now being served would be served more efficiently. At this time not all such areas of activity have been identified. However, those which have been identified are treated below.

1. Planning - Scheduling problems have developed because staff members have not had sufficient time to answer requests for service as soon as is desirable. Proposed answers to this problem include:
   a) A team approach to testing to save travel time and to further coordinate and intensify staff efforts.
   b) Answering requests for individual mental testing only with a commitment from the school that they will cooperate in establishing a testing program which incorporates proper follow-up procedures.
   c) A prescreening process will be conducted before testing or recommending referrals. This is a step to be taken to help insure follow-up action to case conferences. Where no corrective action is taken by parents or school personnel, the testing of individual students by ESC staff members is of little value.
2. Communications - Results of the December evaluation conference, coupled with additional feedback information from school districts indicate the need for more extensive communication efforts. This is despite the January introduction of a bi-monthly news letter. District personnel frequently feel they cannot keep up with developments at the Center and Title III developments through the state.

Proposed solutions include:

a) The addition of an Assistant Director with liaison duties.

b) A quarterly review to report Title III progress (in cooperation with the State Department of Education).

c) More extensive personal contact between division directors and school personnel.

d) The formation of a teacher's advisory committee composed of teachers from council districts. One of the functions of this committee will be to keep ESC informed about the communication needs of the districts.

3. Staff Capability - Current staff has been unable to answer certain types of requests in addition to their regular work. Examples of such requests include those for assistance in proposal preparation, math-science, and fine arts. In response to this perceived need the Center has:

a) Planned for a more diversified staff of specialists and consultants in the coming fiscal year.

b) Established a Technical Assistance Division to assist with proposal development and project design problems.

c) Planned for a staff of increased size to meet the growing demand for service.

d) Placed strict emphasis upon service personnel rather than equipment.

4. Mobile Units - These instructional materials centers are located in large specially organized buses. They travel the districts to provide assistance to teachers in planning units of instruction, obtaining audio-visual materials, preparing instructional materials, and in using new special equipment. In recent months, time taken for assistance in the use of special equipment has decreased, while lending

activities have continued to be frequent. Assistance with materials has continued to be a valuable service. The mobile units have served their purpose in the equipment demonstration area, since teachers are now familiar with the equipment on the units.

Three districts are planning for their own mobile units. These units would be similar to those of ESC and would serve a similar function. Consequently, it was felt that more efficient utilization of resources would result if the following actions were taken before fiscal year 1967-68:

a) Educational Media could be consolidated on one unit.which would be driven by an Educational Media Specialist. It would be stocked with items known to circulate at high velocity, such as the professional library which has had outstanding use.

b) The second bus could be converted, at a minimal cost, to a comprehensive mobile testing station designed to facilitate the team testing operation and increase standardization of testing conditions in the field.

It is felt that this approach will help satisfy the demand for "Broad-spectrum" Educational Media consultation and allow for continued efficient use of ESC financial resources.

5. Cooperation and Coordination - Ongoing intra-center evaluation results indicate that the more successful efforts of staff members have been in situations featuring the cooperation of several school, community, and governmental groups. Consequently, coordination with the State Department of Education will be a continuing emphasis. ESC will also emphasize coordination of efforts among other titles of ESEA, other

federally funded programs and other federal agencies. Expected results of such coordination are more effective use of equipment and materials already purchased with Title money and more efficient use of financial and personnel resources.

6. Non-Public Schools - Although these institutions have requested ESC services, effort directed to their benefit has not been proportionate to the size of the non-public school student body as compared to the size of the public school student body. Consequently, non-public schools will be urged to use ESC to a much greater extent than previously. ESC has planned a summer program for upgrading non-public school teachers. The program has been included in the budget request and will be initiated the summer of 1967.

7. Statewide Technical Assistance - During February, 1967, ESC was in the process of forming a new operational section called the Division of Technical Assistance, Research and Community Service. This new division came about as a result of Center evaluation. Staff members in other ESC divisions had been receiving requests which they could not deal with in addition to their regular duties. These requests were for assistance in research design, project proposal writing, meeting federal guidelines, and program development. Responding to such requests meant forsaking other valuable activities or expanding to meet the need. The new division was funded by a supplemental budget request. Division activities were planned to emphasize close coordination with the State Department of Education and to upgrade communications among school districts, their communities, and ESC.

Activity during the month of February consisted mainly of hiring staff and organizing the division for March operations. In addition to L. E. Roberts, Division Director, the staff includes:

a. Dr. Rodney Petty, Research Director, formerly Associate Professor of Education at Western Montana College of Education (Dillon). Dr. Petty has worked extensively with the Oregon School Study Council and will join the staff April 1, 1967.

b. Dr. Jean Legant, Program Development Specialist, a former Albuquerque teacher with a doctoral degree from UNM.

c. Larry Homan, Technical Writer, was formerly with private industry in Albuquerque, and has a master's degree in psychology from UNM.

d. Preston McCrossen, Field Consultant, was formerly with Office of Economic Opportunity at UNM, and has a master's degree in political science from UNM.

e. Ted Martinez, Adult Education Consultant, who is a former Albuquerque teacher.

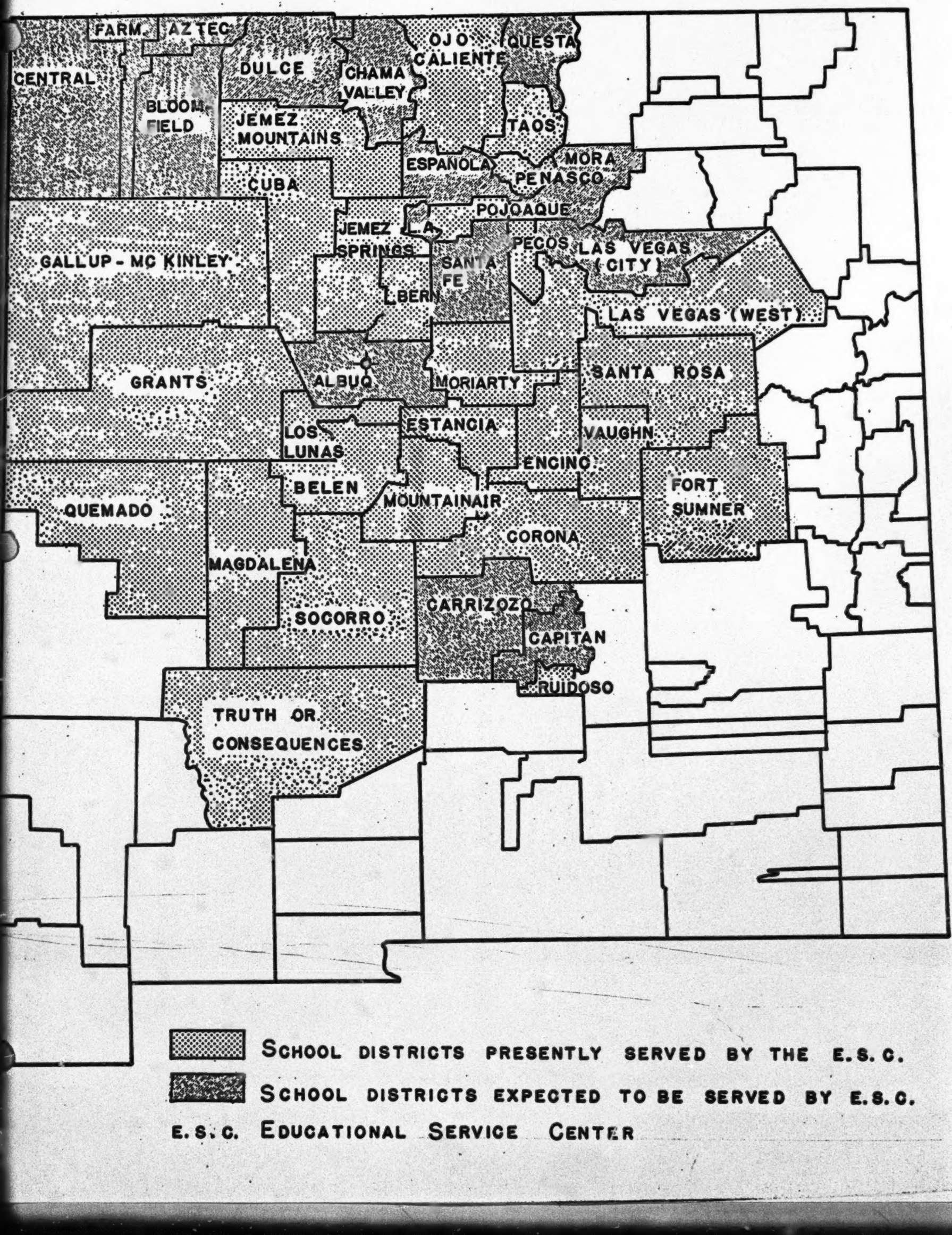
f. Susan Farrington, Program Analyst, was formerly on the National Teacher Corps task force, and is a graduate of Alma College, Michigan.

g. Muriel Garner, Technical Writer, a part-time employee working toward an advanced degree in political science at UNM.

h. Neil Hopkins, Program Analyst, part-time employee working on a doctoral degree in education at UNM.

i. Don Planty, Technical Writer, part-time employee working on an advanced degree in political science at UNM.

The purpose of this new division is to assist New Mexico school districts in program planning and development, proposal writing, proposal review, and the development of research programs in their schools. Additionally, it will operate to enhance communications within the state regarding ESEA and other federal programs related to educational and community development. In this connection, the division has sponsored and organized two March workshops. At these workshops personnel from ESC, the State Department of Education, and the U. S. Office of Education discussed federal guidelines and program priorities before school personnel from most of New Mexico's 90 school districts.



SCHOOL DISTRICTS PRESENTLY SERVED BY THE E.S.C.

SCHOOL DISTRICTS EXPECTED TO BE SERVED BY E.S.C.

E.S.C. EDUCATIONAL SERVICE CENTER

ADM (FIRST 20 DAYS, 1966-67) FOR SCHOOL DISTRICTS PRESENTLY SERVED BY THE EDUCATIONAL SERVICE CENTER

District	Public Schools			Non-Public Schools			Public and Non-Public Total
	Grades 1-6	Grades 7-12	Total	Grades 1-6	Grades 7-12	Total	
Belen	1,597	1,683	3,280	307	67	374	3,654
Bernalillo	1,239	1,123	2,362	214	59	273	2,635
Corona	100	101	201				201
Cuba	349	321	670	194	29	223	893
Encino	88	95	183				183
Estancia	337	261	598				598
Ft. Sumner	368	352	720				720
Gallup	5,679	3,529	9,208	789	512	1,301	10,509
Grants	2,618	2,198	4,816	331	40	371	5,187
Jemez Mtns.	473	243	716	100	23	123	839
Jemez Springs	239	298	537	139	35	174	711
Las Vegas (W.)	1,497	1,111	2,608	254	53	307	2,915
Los Lunas	1,572	1,304	2,876				2,876
Magdalena	359	210	569				569
Moriarity	314	265	579				579
Mountainair	293	238	531				531
Ojo Caliente	342	222	564	8	0	8	572
Pecos	387	333	720	90	36	126	846

-Continued on Page 2-

District	Public Schools Grades 1-6	Public Schools Grades 7-12	Public Schools Total	Non-Public Schools Grades 1-6	Non-Public Schools Grades 7-12	Non-Public Schools Total	Public and Non-Public Total
Penasco	444	440	884	83	20	103	987
Pojoaque	578	497	1,075	452	257	709	1,784
Quemado	111	71	182				182
Ruidoso	160	126	286				286
Santa Rosa	608	497	1,105	218	87	305	1,410
Socorro	1,122	936	2,058	199	36	235	2,293
Taos	1,402	1,344	2,746	287	184	471	3,217
T or C	774	608	1,382				1,382
Vaughn	203	181	384				384
Total	23,253	18,587	41,840	3,665	1,438	5,103	46,943

Public Schools Present - 41,840
Anticipated - 116,219

Total - 158,059
Less Albuquerque - 82,887

Non-Public Schools Present - 5,103
Anticipated - 12,298

Total - 17,401
Less Albuquerque - 9,023

Present and Anticipated - Total Public and Non-Public Combined - 158,059 (Public)
+ 17,298 (Non-Public)
Total - 175,357
Less Albuquerque - 100,185

Total number of students (public and non-public), excluding Albuquerque, to be served by the Educational Service Center in 1967-68 -- 100,185

ADM (FIRST 20 DAYS 1966-67) FOR SCHOOL DISTRICTS EXPECTED TO BE SERVED BY THE EDUCATIONAL SERVICE CENTER

	Public Schools			Non-Public Schools			Public and Non-Public Total
District	Grades 1-6	Grades 7-12	Total	Grades 1-6	Grades 7-12	Total	
Albuquerque	41,313	33,859	75,172	5,134	3,244	8,378	83,550
Aztec	982	908	1,890				1,890
Bloomfield	896	578	1,474	94	13	107	1,581
Capitan	118	139	257				257
Carrizozo	146	236	382	58	16	74	456
Central	1,907	1,117	3,024				3,024
Chama Valley	654	481	1,135				1,135
Dulce	425	253	678	51	0	51	729
Farmington	3,546	2,973	6,519	366	236	602	7,121
Espanola	2,871	2,579	5,450	293	60	353	5,803
Las Vegas (city)	1,608	1,451	3,059				3,059
Los Alamos	2,443	2,175	4,618				4,618
Mora	688	520	1,208				1,208
Questa	603	399	1,002				1,002
Santa Fe	5,992	4,359	10,351	1,286	1,447	2,733	13,084
Total	64,192	52,027	116,219	7,282	5,016	12,298	128,517
Less Albuquerque	22,879	18,168	41,047	2,148	1,772	3,920	44,967

SECTION VII

APPENDIX

Special Projects

Many if not most of the programs funded by federal agencies, foundations, businesses, etc., depend primarily on some aspect of local educational resources in their operation. The outcome of years of such cooperative effort and planning is the existence of bases of operation set up in such a way that "things are gotten done." Agencies participating in these bases of cooperation achieve a higher utilization of human and economic resources. In accordance with its 1967-68 emphasis on the integration of the efforts of helping agencies, the Center will engage in special, auxiliary or education related projects. The special projects will involve education of dropouts, educational leadership in rural communities, cross-cultural techniques, summer educational projects, and others utilizing sources of funds other than Title III. Center personnel due to their close contact with districts and communities are in an excellent position to help with the planning of special related projects. Their awareness of the needs and nature of the communities is an excellent resource for the aid of the planner of special auxiliary projects. In this connection Center personnel will be able to help dimensionalize the problems, suggest ways to adapt project procedures to the social structure of particular communities and enlist the cooperation of community resources (including the local education resource). By helping to widen the base of support for educational advancement, involvement in special projects will increase the overall effectiveness of the Center program and achieve an increment of interagency coordination.

SPECIAL PROJECTS

The Educational Service Center is currently engaged in the following special projects:

1) Office of Economic Opportunity: "Home Improvement Building Trades in Impoverished Communities." Eighty school dropouts are given basic literary training two hours a day. On the job vocational training is realized by having trainees reinovate run down neighborhood homes, add rooms to homes, and construct new housing units. Instruction is given by trained personnel and local subprofessionals, Local community associations select trainees, homes to be improved, and aid the staff in project planning.

2) United States Office of Education, International Education Division: "Training Viet Nam Hamlet School Supervisors in Elementary Education." Currently twelve Viet Nam hamlet school supervisors will work with Center staff and school district personnel in the development of methods and materials for use in hamlet schools in Viet Nam. The project allows Center staff and school district personnel to share program and materials development with school personnel from another culture and educational setting.

3) The Ford Foundation, Fund for the Advancement of Education: "Leadership Program for Minority Groups in the Southwestern United States." Twenty-five young educators from Spanish speaking and Indian backgrounds will be given one year fellowships to continue their education and work in small rural school districts in the area. Emphasis will be on leadership development and development of the community school as a focal point in community and regional development in impoverished areas.

Special Projects

4) Bureau of Indian Affairs, United Pueblos Agency: "In-Service Training in Modern Mathematics for Teachers in Pueblo Schools (Public and BIA)." The adaptation of the modern mathematics program for use in Indian schools has presented some difficulties for teachers. One full time staff member has been employed to work closely with teachers in Pueblo schools.

5) Bureau of Indian Affairs: "A Summer Workshop in Elementary Guidance for Forty Teachers in Indian Schools." Elementary guidance services rate a high priority in schools with large Indian populations. Elementary education in Indian schools can be upgraded by acquainting teachers with elementary guidance techniques and programs. Teachers will be drawn from both public and BIA schools dealing with individual pupils.

6) Bureau of Indian Affairs: "In-Service Training on Teaching English as a Second Language." In cooperation with the College of Education, University of New Mexico, the Center is engaging in language workshops for teachers of Indian children in grades K-3. The bilinqual problem faced by the Indian youngster is probably the most critical in the educational development of the American Indian.

7) New Mexico State Department of Education: "Role Perception of Teachers and Superintendents of Services Rendered by the State Department of Education." The State Department of Education requested that a study be made to determine how its role is perceived by New Mexico school personnel. A random sample of teachers and administrators have been polled. Results of the study will aid the State Department and the Educational Service Center in setting practices, and in planning future programs.

Special Projects

8) The National Commission for Cooperative Education: The Center, co-sponsored a state-wide conference in conjunction with the National Commission and the Congressional Delegation on cooperative education. The conference, held on November 3, included local education personnel, institutions of higher learning, leaders from business and industry, and federal officials. The conference was called to mobilize state leadership to promote work-study programs for deserving college and high school students. The Center has since worked closely with the National Commission for Cooperative Education and its Chairman, Dr. Ralph Tyler of the Stanford Research Institute.

The Educational Service Center is currently planning the following projects for possible future implementation:

1) National Teacher Corps: The Educational Service Center has been approached to develop a possible pilot Teacher Corps project utilizing young indigenous teachers. Emphasis would be on developing educational leadership in curriculum change in small rural communities. New teachers just entering the profession would be given additional formal training and encouraged to remain in small rural districts where leadership is often lacking.

2) Office of Economic Opportunity, VISTA: The Center anticipates securring approval for a specialized VISTA program to give follow-up supervision to VISTA's working in the Center's schools. The Center has worked closely in the past year in coordinating VISTA educational programs with the local school district. A more intensified program of coordination is needed.

Special Projects

New Mexico Council of Churches, Home Education Livelihood Program. The Center will work closely with the HELP program for migrant worker education. The program is funded by OEO and administered by the New Mexico Council of Churches. Center staff will be involved in training personnel for work with migrants in the area of basic and vocational education. The Center will provide technical assistance in development of regional plans to improve the racial and economic position of the migrant worker in New Mexico.

Bell and Howell Corporation: Preliminary negotiations have begun on the possibility of a cooperative effort between the Center and Bell and Howell in the area of materials development for multi-cultural school districts. Bell and Howell will furnish all equipment and technical services. The Center will provide consultant services on needed programs. Center school districts will be used in the developmental and experimental phases of the project.

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